

CHAPTER I

INTRODUCTION

Chapter I of this research presents: research background, research questions, research objectives, scope and limitation, research significance and definition of key terms. Each section is presented as follows:

1.1 Research Background

English is one of the foreign languages that has an important role in order to build up the international relationship between English and non-English speaking countries. According to Harmer (2002:1), although English is not the language with the largest amount of native speakers among countries in the world, it still becomes a Lingua Franca. Based on the statement above, it can be concluded that many people communicate with other people in other countries by using English, even though their first language is not English. In Indonesia, English has been taught since elementary school up to university level. Since English taught in Indonesia, most of Indonesians assume that English becomes their second language even their third language, depending on their mother tongue.

Teaching and learning English are important in non-English speaking countries. There are four English skills that should be required in learning process. All of which are listening, speaking, reading and writing. Among those four English skills, speaking is the most common skill used by most people to communicate and it becomes their essential needs. By speaking, people will easily send their message to the others. Speaking itself is the process of building

and sharing a meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998).

As it is known that speaking is one of an important skill to learn, teaching speaking is an important thing that should be carried out because it can help the learners increase their ability in speaking. Teaching speaking itself is to teach learners to produce the English speech sound and patterns, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, to organize their thought in a meaningful and logical sequence, to use language as means of expressing values and judgements, and to use the language quickly and confidently with few unnatural pauses which is called as fluency (Nunan:2003).

However, practically, speaking is not as easy as we think. Many students get some difficulties when they face speaking subject due to the lack of vocabularies or sufficient ideas to share in speaking activities. Another problem that students face when they are studying speaking based on the previous study from Kharisatul (2011) is students got difficulty in memorizing the vocabulary and could not use the grammar correctly, therefore, the sentences could not be understood. They also got a problem with pronunciation when they spoke in front of the class. They were afraid of pronouncing the word incorrectly. The last problem was the students' self-confidence. Most of the students were not confident when they were talking or presenting in front of the class. All of which are the problems that usually appear. In order to cope with that problems and to increase the students' speaking ability, the teacher can use some techniques to teach the students.

In addition, a technique is affecting in teaching speaking. Brown (2001:16) explains that teaching technique is a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives. Every teacher must have a good technique when they teach speaking subject, the technique must be helpful and acceptable for the students to improve their speaking skill. A technique makes students get better improvement in teaching learning activities. There are many techniques that can be used in teaching speaking such as discussion, debate, simulation, role play, and many more. It is easier for the teacher to deliver their knowledge and also make the students easier to catch up the knowledge by using those techniques.

There were studies that are related to the techniques of teaching speaking before. The first study was conducted by Wahyuni (2013), found that there were some techniques used by the teacher in teaching speaking such as instant comment, prepared talks, discussion, storytelling, and game. These techniques were applied by the teacher in order to make students speak actively. The teacher sometimes combined some techniques in order to make the learning activity more attractive and interesting. In addition, Anugra (2012), found that there were many techniques used by the teacher in teaching speaking such as: drilling, movie, discussion, game, debate, telling story and small group. The teacher used the technique based on the student's interest and need. However, he found that students still often speak in Bahasa. The teacher needed a long time to prepare the class and the teacher also has limited time to apply the techniques in class as well. Another research was investigated by Masyrifah (2012), found that there are four techniques in teaching speaking which are small talk, lecturing technique,

discussion and role play. Then, the researcher also found two problems that faced by the teacher. The first was the teacher got the difficulty in motivating students to engage them in the classroom activities. The second one was the teacher got the problem in managing the time.

Based on those previous studies, the researcher can conclude that many previous researchers found some techniques such as role play, discussion, game, storytelling and debate. Furthermore, the previous researchers also found some problems that were faced by the teacher, such as the students still often to speak in Bahasa, the teacher had limited time to apply the techniques as well and also the teacher got a difficulty in motivating students to engage them in the classroom activity. So, it motivates the writer to do further research about teaching techniques used by the teacher at SMAN 1 Mojosari in teaching speaking. In this study, the subject will be the English teacher who teaches in the eleventh grade at SMAN 1 Mojosari. The school is chosen as the place for conducting the research because it was the school where the writer studied before. When the writer was in high school, he felt that he was lack of speaking ability and still did many mistakes as well as other students. The writer wants to know whether the technique used by the teacher is appropriate or not. Therefore, the writer conducts a qualitative research entitled “A Study on Teaching Techniques Used in Teaching Speaking for the Eleventh Grade Students at SMAN 1 Mojosari”.

1.2 Research Questions

The problems of the study are stated in the following questions:

1. What are the techniques used by the teacher in teaching speaking to the eleventh grade students of SMAN 1 Mojosari?
2. How does the teacher implement the techniques in teaching speaking to the students?
3. What are the problems faced by the teacher in teaching speaking to the students?
4. How does the teacher cope with the problems in teaching speaking to the students?

1.3 Research Objectives

In line with the research question formulated in this present study, the researcher intends to:

1. Know the techniques used in teaching speaking to the eleventh grade students of SMAN 1 Mojosari.
2. Know how the teacher implements the techniques in teaching speaking.
3. Know what problems faced by the teacher in implementing the techniques in teaching speaking.
4. Know how the teacher copes with the problems.

1.4 Scope and Limitation

The scope of this study is kinds of teaching techniques used in teaching speaking. Meanwhile, the limitation of this study is the English teacher who teaches in the social eleventh grade students at SMAN 1 Mojosari.

1.5 Research Significance

The significances of this study are designed for English teacher, the writer, and next researcher.

1. English teachers

This study can help all English teachers to analyze and to identify the proper techniques for teaching speaking. Then, hopefully this study can help the teacher to identify the problems which are faced when teaching speaking and also help to cope with those problems.

2. The writer

This research can give an experience on teaching, especially how to teach, how to decide an appropriate teaching technique, and also how to face the problem faced while teaching.

3. Next researchers

The writer hopes that this research can be useful and become a reference for the next researchers who want to produce another research with a similar topic.

1.6 Definition of Key Terms

1. Teaching is helping someone to learn how to do something, giving instruction, guiding in the study or something, providing with knowledge, causing to know or understand (Brown, 2003:7).
2. Teaching Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (Brown, 2001:16).

3. Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning (Nunan, 2003:48).
4. Teaching Speaking is to teach learners to produce the English speech sound and patterns, to select appropriate words and sentences, to organize their thought in a meaningful and logical sequence, to use language as means of expressing values and judgement, and to use the language quickly and confidently with few unnatural pauses which is called as fluency (Nunan:2003).
5. SMAN 1 Mojosari is one of the popular public senior high schools in Mojokerto. It is located in JL. Pemuda 55, Mojosari – Mojokerto where this study is conducted.

